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ASSIGNMENT BOOKLET 4A

ELA1104 English Language Arts 10-2
Module 4: Section 1, 2, and 3 Assignments

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

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Teacher's Comments

_____
Teacher

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- Has your work been reread to ensure accuracy in spelling and details?
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English Language Arts 10–2

Module 4

Expanding Your Reading and Writing

Assignment Booklet 4A

Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	35	
Section 2 Assignment or Section 3 Assignment	60	
	95	

Teacher's Comments

English Language Arts 10-2
Module 4: Expanding Your Reading and Writing
Assignment Booklet 4A
Section 1, 2, and 3 Assignments
Learning Technologies Branch
ISBN 0-7741-2247-1

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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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ASSIGNMENT BOOKLET 4A
ENGLISH LANGUAGE ARTS 10-2: MODULE 4
SECTION 1, 2, AND 3 ASSIGNMENTS

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 95 marks out of the total 170 marks for the assignments in Module 4. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

35

Section 1 Assignment: Reading a Novel

Read all parts of your assignment carefully and record your answers in the appropriate places.

8

1. Use the chart that follows to summarize—in point form—the ways in which a short story differs from a novel. You should have **four** points for each.

Short Story	Novel

When you have completed question 1, continue where you left off on page 14 in the Student Module Booklet.

8

2. Use context clues to determine the meaning of the words in italics in each of the following excerpts.

a. To hang by his hands and drop the last four or five feet onto those stones was going to hurt and probably add new cuts to his already *lacerated* feet.

I think *lacerated* means _____ because _____

_____

_____.

b. Broke, Hardrock had borrowed five gallons of gas from Ben's uncle, who had also loaned him five dollars. As *collateral*, Hardrock insisted on leaving a good, sheep-skin lined coat with Ben's uncle.

I think *collateral* means _____ because _____

_____

_____.

c. I heard myself scream as a huge wave of pain *engulfed* me.

I think *engulfed* means _____ because _____

_____

_____.

d. Then, without warning, a chunk of blazing board came *plummeting* down from directly above us.

I think *plummeting* means _____ because _____

_____

_____.

The following scoring guide will be used to assess each response.

2	Satisfactory	0–1	Developing
	• provides meanings that are sensible and complete		• provides meanings that are vague and incomplete

When you have completed question 2, continue where you left off on page 19 in the Student Module Booklet.

9

3. Identify the point of view used in each of the following stories. For each, give **two** sentences from the story that support your answer.

a. "The Michelle I Know" _____

_____

_____

_____

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b. "The Visitor" _____

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c. "The Sniper" _____

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When you have completed question 3, continue where you left off on page 21 in the Student Module Booklet.

(10) **4.** Choose one of the journal entries that you wrote in this section and that you are willing to share. Polish that journal entry. Write your polished entry in the space provided on page 5.

Review the journal scoring guide that follows before you write your polished copy.

Journal Scoring Guide

Carefully edit and proofread all journal entries that are shared with a reader (partner or teacher).

10 marks: The thoughts are perceptive and original. The content is detailed. The writing is well organized, and the ideas flow logically. Transitional devices linking or contrasting ideas are used skilfully and effectively. The language is precise and creative.

8 marks: The thoughts are perceptive. The content is detailed. The writing is well organized, transitions are clear, and the ideas are easy to follow. The language is accurate and clear.

6 marks: The thoughts are well considered. The content is relatively detailed, allowing the reader to understand the ideas and point of view. The writing is organized so that the ideas are easy to follow. The language is straightforward and clear.

4 marks: Little time was spent thinking about and reflecting on the ideas or questions that were presented. Few details have been provided to allow the reader to understand and appreciate the message. The ideas are not easy to follow. The language is vague, general, or inappropriate to the task.

2 marks: Less time than necessary was spent on this journal entry. The entry doesn't adequately cover the topic or explore the important ideas. The ideas are not supported with details. The ideas are difficult to follow because the language is vague or inappropriate.

Insufficient: The journal entry is off topic, is illegible, has been handled inappropriately, or lacks sufficient detail to fulfil the requirements of the assignment.

Journal Entry _____

When you have completed question 4, continue where you left off on page 22 in the Student Module Booklet.

(60)

Section 2: Deathwatch

Do Section 2 if you have chosen to read *Deathwatch*.

As you read *Deathwatch*, complete the appropriate part of the reading log that follows for each of these sections of the novel:

- chapters 1 to 5, pages 9 to 67
- chapters 6 to 12, pages 68 to 141
- chapters 13 to 17, pages 142 to 220

The following scoring guide outlines the expectations and assessment for your reading log.

13–15	Excellent	7–9	Satisfactory
	• expresses a thorough and insightful understanding of the novel • gives a highly detailed account of events in the novel		• expresses some understanding of the novel • gives some details of events in the novel
10–12	**Proficient**	**0–6**	**Developing**
	• expresses considerable understanding of the novel • gives a detailed account of events in the novel		• expresses limited understanding of the novel • gives few details of events in the novel

(15) **1. a.** Complete the following reading log for chapters 1 to 5 (pages 9 to 67) of *Deathwatch*.

i. What did I understand about the events in this section?

_____

_____

_____

_____

_____

_____

_____

_____

_____

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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Now read chapters 6 to 12 (pages 68 to 141) of *Deathwatch*.

b. Complete the following reading log for chapters 6 to 12 of *Deathwatch*.

i. What did I understand about the events in this section?

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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Now read chapters 13 to 17 (pages 142 to 220) of *Deathwatch*.

c. Complete the following reading log for chapters 13 to 17 of *Deathwatch*.

i. What did I understand about the events in this section?

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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When you have completed question 1, continue where you left off on page 27 in the Student Module Booklet.

(3) **2.** Madec is a clever man. How is this shown in his decision to leave Ben rather than shoot him? What does he hope to gain?

(2) **3.** Ben left his rifle willingly with Madec, and then he heard two shots. Even then, he was not suspicious of Madec's intentions. What does that tell you about Ben's character?

When you have completed questions 2 and 3, continue where you left off on page 28 in the Student Module Booklet.

(3) **4.** How is Ben trapped by the geography (the surface features) of the region?

(10) **5.** In order to understand the action clearly, it helps to be able to understand the language of the desert. Using context clues, or a dictionary if you need to, define the following words from *Deathwatch*. To help you locate the words, the page numbers where the words are found in the novel are given.

a. arroyo (page 41) _____

b. crevice (page 49 _____

c. basalt (page 72) _____

d. pumice (page 72) _____

e. breccia (page 73) _____

f. butte (page 73) _____

g. pinnacle (page 73) _____

h. saguaro (page 75) _____

i. sotol (page 77) _____

j. yucca (page 77) _____

When you have completed questions 4 and 5, continue where you left off on page 29 in the Student Module Booklet.

(2) **6.** At what point in the novel did you feel that the worst was over for Ben and that things could only get better? Explain your answer.

_____

_____

_____

_____

_____

_____

2

7. Besides being an interesting novel, *Deathwatch* also examines values. Where Madec values money, success, and power at any cost, Ben has a contrasting attitude. What kind of values do you think Ben lives by?

_____

_____

_____

_____

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_____

When you have completed questions 6 and 7, continue where you left off on page 32 in the Student Module Booklet.

3

8. In order to believe in the world that the novelist has created for you, you must be able to connect emotionally to the story. Describe **one** place in the novel where you felt a strong emotional response. What was this response and what caused you to feel it?

_____

_____

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(10) **9.** Write a personal letter to the author of *Deathwatch* telling two things that you liked and two things that you disliked about the novel. Give reasons for your likes and dislikes. Provide support for your opinions with examples from the novel. Use correct personal letter format. There is space for your letter on page 15.

Following is a short checklist to ensure that you have remembered to do everything you should for this assignment. Be sure to go through it before submitting your personal letter.

My letter is interesting and thoughtfully expressed.	
I have stated two things I liked about the novel.	
I have stated two things I disliked about the novel.	
I have supported my opinions with examples from the novel.	
I have chosen my words carefully and written effective sentences.	
I have used correct personal letter format.	
I have edited my work for errors in grammar, spelling, punctuation, and capitalization.	

Your letter will be assessed according to the following scoring guide.

Thought and Detail (5 marks)

- clearly states likes and dislikes about the novel
- supports opinions with examples from the novel
- provides ideas that are thoughtfully expressed

Writing Skills (5 marks)

- well-organized ideas in correct personal letter format
- errors in grammar, spelling, punctuation, and capitalization edited
- carefully chosen words and effective sentences

(10) **10.** Choose one of the journal entries that you wrote in this section and that you are willing to share. Polish that journal entry. Write your polished entry in the space provided on page 17.

Review the journal scoring guide that follows before you write your polished copy.

Journal Scoring Guide

Carefully edit and proofread all journal entries that are shared with a reader (partner or teacher).

10 marks: The thoughts are perceptive and original. The content is detailed. The writing is well organized, and the ideas flow logically. Transitional devices linking or contrasting ideas are used skilfully and effectively. The language is precise and creative.

8 marks: The thoughts are perceptive. The content is detailed. The writing is well organized, transitions are clear, and the ideas are easy to follow. The language is accurate and clear.

6 marks: The thoughts are well considered. The content is relatively detailed, allowing the reader to understand the ideas and point of view. The writing is organized so that the ideas are easy to follow. The language is straightforward and clear.

4 marks: Little time was spent thinking about and reflecting on the ideas or questions that were presented. Few details have been provided to allow the reader to understand and appreciate the message. The ideas are not easy to follow. The language is vague, general, or inappropriate to the task.

2 marks: Less time than necessary was spent on this journal entry. The entry doesn't adequately cover the topic or explore the important ideas. The ideas are not supported with details. The ideas are difficult to follow because the language is vague or inappropriate.

Insufficient: The journal entry is off topic, is illegible, has been handled inappropriately, or lacks sufficient detail to fulfil the requirements of the assignment.

Journal Entry _____

When you have completed questions 8 to 10, continue where you left off on page 33 in the Student Module Booklet.

60

Section 3: Dare

Do Section 3 if you have chosen to read *Dare*.

As you read *Dare*, complete the appropriate part of the reading log that follows for each of these sections of the novel:

- chapters 1 to 8, pages 7 to 65
- chapters 9 to 16, pages 66 to 121
- chapters 17 to 25, pages 122 to 191

The following scoring guide outlines the expectations and assessment for your reading log.

13–15	Excellent	7–9	Satisfactory
	• expresses a thorough and insightful understanding of the novel • gives a highly detailed account of events in the novel		• expresses some understanding of the novel • gives some details of events in the novel
10–12	**Proficient**	**0–6**	**Developing**
	• expresses considerable understanding of the novel • gives a detailed account of events in the novel		• expresses limited understanding of the novel • gives few details of events in the novel

15

1. a. Complete the following reading log for chapters 1 to 8 (pages 7 to 65) of *Dare*.

i. What did I understand about the events in this section?

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_____

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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Now read chapters 9 to 16 (pages 66 to 121) of *Dare*.

b. Complete the following reading log for chapters 9 to 16 of *Dare*.

i. What did I understand about the events in this section?

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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Now read chapters 17 to 25 (pages 122 to 191) of *Dare*.

c. Complete the following reading log for chapters 17 to 25 of *Dare*.

i. What did I understand about the events in this section?

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ii. What did I not understand or what confused me in this section?

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iii. My predictions for future action or events include the following.

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When you have completed question 1, continue where you left off on page 38 in the Student Module Booklet.

(2) **2.** Explain how Dare and Ty are different.

_____

_____

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_____

(2) **3.** How does Laura treat each of the boys? Are they treated the same? Why or why not?

_____

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(2) **4.** When Laura rescues Dare from jail, he questions why she didn't get rid of him. Laura tells him she was offered $5000 for Smoke, but as bad mannered as he was ". . . I didn't sell old Smoke out, either." (pages 34 and 35) What was Laura really telling Dare?

_____

_____

_____

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_____

(2) **5.** What does Dare realize about himself in the last chapter of the novel?

_____

_____

_____

_____

_____

When you have completed questions 2 to 5, continue where you left off on page 40 in the Student Module Booklet.

3

6. In the short story "The Sniper," the main conflict in the story was dependent on the setting. In other words, without that setting there would have been no conflict. How important is the setting to the conflict in *Dare*?

When you have completed question 6, continue where you left off on page 41 in the Student Module Booklet.

4

7. In several sentences, describe the conflict within Dare over his fear of fire, and then explain how the conflict is resolved.

(10)

8. In order to understand the action clearly, it helps to be able to understand the language of the story. Using context clues, or a dictionary if you need to, define the following words from *Dare*. To help you locate the words, the page numbers where the words are found in the novel are given.

a. confiscated, page 7 _____

b. Butte, page 12 _____

c. faze, page 24 _____

d. deteriorated, page 37 _____

e. combustible, page 51 _____

f. Stetson, page 75 _____

g. momentum, page 82 _____

h. out-foxed, page 85 _____

i. staple, page 90 _____

j. farrier, page 103 _____

When you have completed questions 7 and 8, continue where you left off on page 43 in the Student Module Booklet

(10)

9. Write a personal letter to the author of *Dare* telling two things that you liked and two things that you disliked about the novel. Give reasons for your likes and dislikes. Provide support for your opinions with examples from the novel. Use correct personal letter format. There is space for your letter on page 27.

Following is a short checklist to ensure that you have remembered to do everything you should for this assignment. Be sure to go through it before submitting your personal letter.

My letter is interesting and thoughtfully expressed.	
I have stated two things I liked about the novel.	
I have stated two things I disliked about the novel.	
I have supported my opinions with examples from the novel.	
I have chosen my words carefully and written effective sentences.	
I have used correct personal letter format.	
I have edited my work for errors in grammar, spelling, punctuation, and capitalization.	

Your letter will be assessed according to the following scoring guide.

Thought and Detail (5 marks)

- clearly states likes and dislikes about the novel
- supports opinions with examples from the novel
- provides ideas that are thoughtfully expressed

Writing Skills (5 marks)

- well-organized ideas in correct personal letter format
- errors in grammar, spelling, punctuation, and capitalization edited
- carefully chosen words and effective sentences

(10) **10.** Choose one of the journal entries that you wrote in this section and that you are willing to share. Polish that journal entry. Write your polished entry in the space provided on page 29.

Review the journal scoring guide that follows before you write your polished copy.

Journal Scoring Guide

Carefully edit and proofread all journal entries that are shared with a reader (partner or teacher).

10 marks: The thoughts are perceptive and original. The content is detailed. The writing is well organized, and the ideas flow logically. Transitional devices linking or contrasting ideas are used skilfully and effectively. The language is precise and creative.

8 marks: The thoughts are perceptive. The content is detailed. The writing is well organized, transitions are clear, and the ideas are easy to follow. The language is accurate and clear.

6 marks: The thoughts are well considered. The content is relatively detailed, allowing the reader to understand the ideas and point of view. The writing is organized so that the ideas are easy to follow. The language is straightforward and clear.

4 marks: Little time was spent thinking about and reflecting on the ideas or questions that were presented. Few details have been provided to allow the reader to understand and appreciate the message. The ideas are not easy to follow. The language is vague, general, or inappropriate to the task.

2 marks: Less time than necessary was spent on this journal entry. The entry doesn't adequately cover the topic or explore the important ideas. The ideas are not supported with details. The ideas are difficult to follow because the language is vague or inappropriate.

Insufficient: The journal entry is off topic, is illegible, has been handled inappropriately, or lacks sufficient detail to fulfil the requirements of the assignment.

Journal Entry _____

When you have completed questions 9 and 10, continue where you left off on page 44 in the Student Module Booklet.

Submit Assignment Booklet 4A for assessment.

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